

## Irmo Elementary

7401 Gibbes Street  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	529 Students	
<b>Principal</b>	James Shirley	803-732-8275
<b>Superintendent</b>	Dr. Scott AndersEn	803-732-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	4	0	0	0

## IMPROVEMENT RATING

**EXCELLENT**

## ADEQUATE YEARLY PROGRESS

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Excellent	Excellent	Yes
<b>2006</b>	Excellent	Excellent	Yes

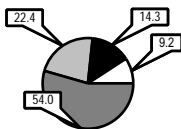
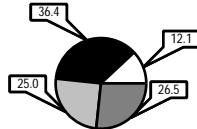
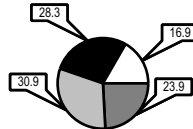
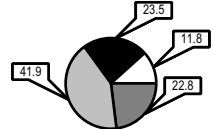
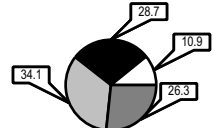
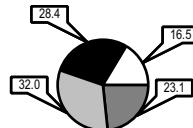
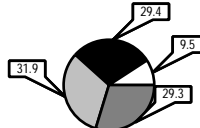
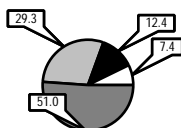
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	287	100.0	9.2	22.4	54.0	14.3	77.2	Yes	Yes
<b>Gender</b>									
Male	137	100.0	14.6	24.6	52.3	8.5	67.7	N/A	N/A
Female	150	100.0	4.2	20.4	55.6	19.7	85.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	220	100.0	3.8	20.3	59.4	16.5	84.9	Yes	Yes
African American	54	100.0	35.4	31.3	29.2	4.2	43.8	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	232	100.0	5.0	18.9	59.9	16.2	85.1	N/A	N/A
Disabled	55	100.0	28.0	38.0	28.0	6.0	42.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	100.0	9.2	22.4	54.0	14.3	77.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	9.2	22.1	54.2	14.4	77.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	49	100.0	31.6	31.6	31.6	5.3	50.0	I/S	Yes
Full-pay meals	238	100.0	5.6	20.9	57.7	15.8	81.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	287	100.0	12.1	25.0	26.5	36.4	75.7	Yes	Yes
<b>Gender</b>									
Male	137	100.0	16.2	21.5	26.9	35.4	75.4	N/A	N/A
Female	150	100.0	8.5	28.2	26.1	37.3	76.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	220	100.0	5.2	24.5	29.2	41.0	84.4	Yes	Yes
African American	54	100.0	41.7	33.3	14.6	10.4	35.4	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	232	100.0	6.8	24.3	27.9	41.0	82.0	N/A	N/A
Disabled	55	100.0	36.0	28.0	20.0	16.0	48.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	100.0	12.1	25.0	26.5	36.4	75.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	11.8	25.1	26.6	36.5	76.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	49	100.0	36.8	28.9	18.4	15.8	44.7	I/S	Yes
Full-pay meals	238	100.0	8.1	24.4	27.8	39.7	80.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	287	100.0	16.9	30.9	23.9	28.3	52.2
<b>Gender</b>							
Male	137	100.0	21.5	24.6	19.2	34.6	53.8
Female	150	100.0	12.7	36.6	28.2	22.5	50.7
<b>Racial/Ethnic Group</b>							
White	220	100.0	10.4	31.1	26.4	32.1	58.5
African American	54	100.0	47.9	33.3	16.7	2.1	18.8
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	232	100.0	11.7	32.0	25.2	31.1	56.3
Disabled	55	100.0	40.0	26.0	18.0	16.0	34.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	100.0	16.9	30.9	23.9	28.3	52.2
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	16.6	31.0	24.0	28.4	52.4
<b>Socio-Economic Status</b>							
Subsidized meals	49	100.0	36.8	36.8	15.8	10.5	26.3
Full-pay meals	238	100.0	13.7	29.9	25.2	31.2	56.4

<b>Social Studies</b>							
All Students	287	100.0	11.8	41.9	22.8	23.5	46.3
<b>Gender</b>							
Male	137	100.0	16.2	33.1	25.4	25.4	50.8
Female	150	100.0	7.7	50.0	20.4	21.8	42.3
<b>Racial/Ethnic Group</b>							
White	220	100.0	6.1	40.1	26.9	26.9	53.8
African American	54	100.0	37.5	50.0	10.4	2.1	12.5
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	232	100.0	7.2	41.0	26.1	25.7	51.8
Disabled	55	100.0	32.0	46.0	8.0	14.0	22.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	100.0	11.8	41.9	22.8	23.5	46.3
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	11.4	42.1	22.9	23.6	46.5
<b>Socio-Economic Status</b>							
Subsidized meals	49	100.0	34.2	42.1	7.9	15.8	23.7
Full-pay meals	238	100.0	8.1	41.9	25.2	24.8	50.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	102	99.0	9.2	15.3	55.1	20.4	75.5
	4	90	100.0	3.5	39.5	48.8	8.1	57.0
	5	82	100.0	3.9	36.4	55.8	3.9	59.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	3.5	22.1	52.3	22.1	74.4
	4	103	100.0	17.3	19.4	55.1	8.2	63.3
	5	94	100.0	5.7	26.1	54.5	13.6	68.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	102	100.0	11.1	40.4	30.3	18.2	48.5
	4	90	100.0	7.0	19.8	30.2	43.0	73.3
	5	82	100.0	5.2	27.3	19.5	48.1	67.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	5.8	34.9	33.7	25.6	59.3
	4	103	100.0	19.4	20.4	19.4	40.8	60.2
	5	94	100.0	10.2	20.5	27.3	42.0	69.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	102	100.0	19.2	27.3	30.3	23.2	53.5
	4	89	100.0	9.4	27.1	29.4	34.1	63.5
	5	82	100.0	7.8	24.7	19.5	48.1	67.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	16.3	40.7	24.4	18.6	43.0
	4	103	100.0	20.4	22.4	26.5	30.6	57.1
	5	94	100.0	13.6	30.7	20.5	35.2	55.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	102	100.0	10.1	52.5	24.2	13.1	37.4
	4	89	100.0	7.1	31.8	23.5	37.6	61.2
	5	82	100.0	7.8	37.7	22.1	32.5	54.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	90	100.0	7.0	58.1	17.4	17.4	34.9
	4	103	100.0	17.3	34.7	33.7	14.3	48.0
	5	94	100.0	10.2	34.1	15.9	39.8	55.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 529)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 90.2%	99.1%	100.0%
Retention rate	0.2%	No change	1.3%	2.8%
Attendance rate	97.2%	Up from 97.1%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 2.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.6%	0.0%	0.0%
Eligible for gifted and talented	37.5%	Down from 39.5%	27.5%	10.4%
On academic plans	19.2%	N/AV	18.2%	33.6%
On academic probation	17.4%	N/AV	2.9%	1.0%
With disabilities other than speech	5.6%	Down from 5.7%	5.6%	7.5%
Older than usual for grade	0.0%	No change	0.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n= 40)</b>				
Teachers with advanced degrees	72.5%	Up from 72.2%	59.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.4%	N/A	3.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.3%	Down from 89.8%	88.6%	87.3%
Teacher attendance rate	95.2%	Up from 93.3%	94.5%	94.9%
Average teacher salary	\$46,653	No change	\$44,613	\$42,485
Prof. development days/teacher	15.0 days	Up from 13.5 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.6 to 1	20.4 to 1	18.6 to 1
Prime instructional time	91.6%	Up from 89.3%	90.0%	89.7%
Dollars spent per pupil*	\$7,436	Down 2.1%	\$6,138	\$6,557
Percent of expenditures for teacher salaries*	63.9%	Up from 61.6%	66.4%	64.0%
Percent of expenditures for instruction*	65.3%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Irmo Elementary is to ensure that each child achieves his or her potential through diverse and challenging educational experiences, which provide a foundation for life-long learning, and to instill a desire to be a productive member of society. During this school year, Irmo Elementary has been recognized as a Red Carpet School for a second time. Among our previous accomplishments are Intel/Scholastic 21st Century School of Distinction, Exemplary Writing School, Palmetto's Finest School, National Blue Ribbon School of Excellence, University of South Carolina Professional Development School, and Palmetto Gold Recipient.

Mrs. Buffy Murphy, a fifth-grade teacher, wife, and mother of two young daughters, is our 2005-2006 Teacher of the Year. She graduated from Clemson, earned a Master's of Arts in Teaching from USC, is National Board Certified, and has taught for six years. Mrs. Murphy went on to be selected as the District Five Teacher of the Year, and then the South Carolina Teacher of the Year. Mrs. Bet Miller, an instructional assistant, is our 2005-2006 Support Employee of the Year.

Historically, the Irmo community has had a high level of parent involvement, with active volunteers in our nostalgic, warm, and inviting 70-year-old building each day. Parents are responsible for many committees, all of which contribute to the academic growth of our students. The parents' contributions include the SuccessMaker Computer Lab, the IES Publishing Company, Baxter Court (an outdoor environmental classroom), Family Literacy Night, a Math/Science/Technology Night called Back to the Future, the purchase of several Smart Boards and projectors, and two Reading Celebrations (at which each student selected a just right book to keep in his or her personal library).

This was the third year that our school has been involved in implementing the Safe Schools/Healthy Students Grant, which provides counselors, social workers, and expectations coaches for our students. The after-school program, Success in Schools, helps build teamwork, leadership and conflict management skills through character education. We have also participated in a Parenting Initiative and a Mentoring Program. IES Business Partner, Firehouse Subs, and the volunteer operated IES Publishing Company were both selected as District Five Volunteers of the Year.

The Honey Bunch After School Program has successfully completed its first year. It offers organized after-school care, and is directed by our Administrative Assistant. IES staff members and the students enjoy a consistent sense of community.

Irmo students learn to be good citizens by accepting the responsibility of service at school. Fourth graders deliver the mail for the Wee Deliver System. Fifth-graders serve on our Safety Patrol, Super Star Singers, Orchestra, and the WBEE Morning Television Show. Students also work on Student Council, join Chess Club, join Early Morning Fitness Club, and serve as Friendly Helpers.

Our goal at Irmo Elementary School is to challenge each and every child to achieve his or her greatest potential.

Jim Shirley, Principal

Jeff Bujak, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	88	52
Percent satisfied with learning environment	100.0%	96.6%	94.1%
Percent satisfied with social and physical environment	100.0%	94.3%	98.0%
Percent satisfied with school-home relations	100.0%	95.9%	94.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.